**ENGL 426 History and Structures of English**

**3 credit hours**

Black Hills State University

College of Liberal Arts

Spearfish, SD, 57799

Spring 2022

Tuesday, Thursday 12:30-1:45 p.m.

Meier Hall 202

**Census Date: Last Day to Add/Drop Course without transcript entry – January 19**

**Last Day to Drop Course with an automatic “W” – April 5**

**IDEA Surveys administered – April 12 – April 29**

Dr. Andrey Reznikov

Office: MH316

Office hours: Monday, Tuesday, Wednesday, Thursday 11:00-12:00, and by appointment.

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**Course description:**

This course offers students a comprehensive historical background for understanding modern English.  The course explores important related issues: attitude towards language; varieties of English; the interconnection of language, culture and identity; the place of English in Indo-European language family.

**Instructional Methods**

Most of our classes will be in lecture/seminar format. It is expected that students will be active participants, not passive observers, of both lectures and seminars. That is why it is important that students not only read the material assigned for every class, but think it over and be ready for discussing the topic(s) of the lecture.

We will not need to make any major modifications to instruction. You are expected to attend face-to-face. If you become ill or have extenuating circumstances during this semester, you and I will arrange for your participation in some other way.

**Course requirements**

*Textbook:*

Barbara A. Fennell. *A History of English*. Blackwell Publishing, 2001.

*Class attendance and make-up policy.* There are several reasons why you need to come to class. The first is that this course depends on your participation, and you will ultimately be responsible for the success of other students. The second is that you are getting not only a grade but also a college credit. In other words, you are being credited with doing a certain quality of work and a certain quantity – three college credits’ worth. Since 45 hours of that work is done in class, if you do not come to class, I can’t certify that you have done three credit-hours’ worth of work.

At the same time, I do believe that students should be allowed to make their own decisions about how they live their lives and accomplish their goals. Therefore, up to two absences (one week) are acceptable without penalty; *if you miss more than one week of classes, for any reason, you may choose to make it up or to have me lower your grade*. If you wish to make the classes up, let me know, and I will assign reading and writing equivalent to 75 minutes for every class you wish to make up. You will have two weeks to make up work for a missed class.

     Please understand that all absences are excused equally, and all absences have to be made up equally. Students excuse themselves from class, and any excuse is valid if the student says it is. At the same time, only academic work deserves college credit, so absences will have to be made up with academic work that substitutes the missed class. *This policy also applies to university-sponsored activities.* The point of the policy is to allow you to make choices about your attendance but allow me to maintain the integrity of the course and of a college credit. Keep track of your own attendance, so that you know when you reach your third absence.

     Finally, there is a limit on your make-up work; if you have 10 absences or more, you cannot pass the class.

**If you are sick:** To protect the health and safety of their classmates, students who are exhibiting symptoms of COVID-19—such as cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, or loss of taste or smell—should not attend in-person classes. The same holds true for those who have been in close contact with others who have symptoms, or who are engaging in self-quarantine at the direction of the SD Department of Health or their healthcare professional.

If a student is unable to attend a class or course activity as described above, the student should take the following steps.

* Notify instructors in advance of the absence or inability to participate if possible.
* Monitor your symptoms.  Consult website.  Call BHSU Student Health Services.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments electronically to the extent possible and as directed by the instructor.
* Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
* Work with their instructors to reschedule exams, labs, and other critical academic activities when it is necessary.

*Presentations and papers*

Each student will have one in-class presentation during this course discussing some language problem. For the presentation, you may provide handouts or use PowerPoint show.

***Before your present the topic that you have chosen, you must discuss your presentation with me:*** we cannot afford wasting class time on poorly prepared talks.

One week after your presentation you have to submit it in writing. Papers should be 8-10 pages in length, using one-inch margin, with double spacing. Please follow the MLA format. Late submission of papers will reduce your grade by one letter.

***Class behavior*:** If you have a cell phone or any other gadget, be sure it is turned off in class.

**Emergency Notification**

If we are unable to come to campus to meet for class, please check your BHSU email immediately. Zoom will be used for class meetings at the same time and on the same days as our in-person classes. If BHSU is in session, your attendance and participation will be expected regardless of method course delivery.

**Academic Dishonesty/Plagiarism**

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook.  Cheating and plagiarism are defined in Section 2, Part B, 1.  Disciplinary sanctions are outlined in Section 3, Judicial Policies.

*Course goals:*

The course provides a comprehensive sociolinguistic diachronic background for understanding modern English.

*Student Learning Outcomes:*

Students should complete the course with a comprehensive knowledge of the history, forms and structures of English. They should also be familiar with the interconnection between language and culture, and with the social and territorial varieties of English. With a deeper understanding of English, students should gain an enhanced appreciation of literature and a keener awareness of language in their written and oral communication.

**Evaluation procedure**

I use the following scale for grading:

A= 90-100, excellent work for college level (*exceptional*)

B= 80-89, good work for college level (*above average*)

C=70-79, competent work for college level (*average*)

D= 60-69, below competent work for college level (*lowest passing grade*)

F= 59 (and below), failing work for college level (*failure*)

*Components:*

1. Attendance – 20%
2. Mid-term exam – 20%
3. Final exam – 20%
4. Class presentation – 20%
5. Research paper   – 20%

**Accessibility Statement**

Black Hills State University strives to ensure that physical resources, information, and communication technologies are accessible to all. If you have any concerns regarding accessibility, please contact the instructor of the course or the Office of Disability Services Coordinator, Jennifer Lucero, at Jennifer.Lucero@bhsu.edu or by phone at (605) 642-6099. Her office is in the E.Y. Berry Library & Learning Center, Rm 003.

 Additional information can also be found at:

<http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services>

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.  Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.  Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.

**Tentative outline** (subject to change)

The course moves from the history of English to its various forms and then to contemporary themes and issues. The historical portion covers the Indo-European roots of English, Old English, Middle English, and the Early Modern English. Contemporary issues include British and American English, Global English, and the future of English.

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| January 11-13     January 18-20    January 25-27   February 1-3    February 8-10   February 15-17   February 22-24    March 1-3    ***March 8-10***     *March 14-18*  March 22 - 24   March 29 - 31   April 5-7   April 12-14   April 19-21    April 26 – 28    **May 2**  | Syllabus, schedule Time periods in English (1-3); The reasons of language change (3-10) Introduction to the structure of English:  morphemes, words, phrases, sentences.  Indo-European period (15-18) The development of historical linguistics (18-22) The Indo-European family (23-34).   Typological classification (43-44) Universals (45-46); Morphological typology (46-49)  Old English period. Social and political background (55-59) The structure of Old English (59-79) Old English texts (79-85) Old English dialects (85-86)  Latin and Celtic contacts (86-90) Scandinavian contacts (90-93)  Middle English. Social and political background (94-97) Major changes in sound system (97-101)  Major morphological changes (101-103) Middle English syntax (104-106) Loan words from French in ME (106-108)  Middle English dialects (108-114) Middle English literature (114-116) The development of standard English (116-133)  **Midterm** Early modern English. Social and political background (135-138) Phonology of EME (138-141) Morphology of EME (141-144) Syntax (144-146)  *Spring break*  Vocabulary. The search for authority (147-148) Swift and Johnson on language (149-152)  Variation in EME (154-155) The standardization in EME (156-158) The Great Vowel Shift (158-161)  Present-day English. Social and political background (167-172) Morphology and syntax developments (172-175)  The lexicon developments (175-179) Modern English dialects (179-184) Received pronunciation (185-190)  English in the United States. Social and political background (208-215) The development of AE (216-222) Language variation in the US (222-240)  World-wide English. Social and political background (241-255) English as a global language (255-267) The future of English (267-269)  **Final exam**  |

**Schedule of Presentations**

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| Date  | Presentation  |
| February 22-24  |       Samuel Johnson and his dictionary       Noah Webster and his dictionary  |
| March 1-3  |       Canadian English        Australian English   |
| March 10  |        Peter M. Roget and his Thesaurus  |
| March 22-24   |        *The Oxford English Dictionary* Basic English (Charles Ogden)  |
| March 29 - 31  |  *Webster’s 3rd International Dictionary* *The American Heritage Dictionary*         |
| April 5-7   | Spelling reform in English Slang  |
| April 12-14  | The English-only movement in the USA Black English (Ebonics)  |
| April 19-21   |        Euphemisms and taboo words and phrases  Politically correct English     |
| April 26-28   | Pidgin English   World English and the future of English   |